DOCUMENT RESUME

ED 117 460 95 CE 006 114

TITLE	Special Experimental Adult Basic Education Demonstration Project 1972-1975. Final Report.
INSTITUTION	Pima County Schools, Tucson, Ariz.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	V324062
PUB DATE	1 Oct 75
GRANT	OEG-973-0092
NOTE	85p.; The photographs will not reproduce in microfiche
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS	*Adult Basic Education; *Adult Education Programs; *Educationally Disadvantaged; English (Second Language); Home Instruction; Instructional Programs; *Low Income Groups; Participant Characteristics; *Program Descriptions

ABSTRACT

The three-year Special Experimental Adult Basic Education (ABE) Project was established in Tucson, Arizona, in order to identify and recruit residents known to have minimal academic skills or a minimal ability to communicate in the English language. ABE services, developed to meet individual needs, were offered in the home by project teachers when participants were unable to attend classes. The services came in the form of innovative and individualized survival type lessons designed to enable participants to understand and deal with the existing socioeconomic system in their locality. The first year of the project focused on recruiting low income participants with no high school education through general outreach techniques and on the development of relevant and practical learning materials. In the second and third years the emphasis shifted to enrolling parents of school aged children into ABE classes and encouraging them to become involved with the programs or institutions affecting their children through specific goals such as: visit the classroom, become volunteer teaching aides, serve as tutors, or attend parent meetings. The importance of the role of the project teacher is discussed and participant data are given. Summaries of accomplishments for 1973-1975, correspondence, and samples of materials and curriculum are appended. (Author/EC)

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FINAL REPORT

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SPECIAL ABE PROJECT

1975

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FINAL REPORT

Project Number: V324062

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Funded under the Adult Education Act of 1966, Section 309(b).

SPECIAL EXPERIMENTAL ADULT BASIC EDUCATION DEMONSTRATION PROJECT 1972-1975

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of
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SPECIAL EXPERIMENTAL ADULT BASIC EDUCATION DEMONSTRATION PROJECT

1972-1975

Edward L. Lindsey
Project Director

Jerome J. King
Project Supervisor

Operated by the
Adult Basic Education Division of Pima
County Schools

Tucson, Arizona

October 1, 1975

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The activities reported herein have been performed pursuant to a grant with the U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of views or opinions stated do not, therefore, necessarily represent the official U.S. Office of Education position or policy.

PROJECT TEACHER, left, conducts an ESL lesson with a group of participants on the front porch of a student's home. The teacher is using textbook one of the Orientation in American English series, which uses the situational reinforcement approach to learning English. Man on right is responding to directions to open the door. Homebound lessons sometimes included more than one member of a family or one or more neighbors. Learning was rapid and fun in these circumstances.

INTRODUCTION

In the summer of 1972, the Adult Basic Education Division of the Pima County Superintendent of Schools Office initiated a special "309" project to demonstrate aggressive and innovative techniques for the recruitment of difficult to enroll adult students, and the delivery of relevant and practical ABE services directly to participants categorized as "the hardest to reach and the hardest to teach."

Called the Special Experimental Adult Basic Education Project, it was established through funds provided by the U.S. Department of Health, Education, and Welfare, under Title III of the Adult Education Act. Matching funds were provided by the former Model Cities Program of Tucson, Arizona. The project's primary mission was to operate closely with programs and agencies in the target community to identify residents noted as having minimal academic skills or a minimal ability to communicate in the English language. The goal was to recruit them as participants into the regular ongoing Adult Basic Education Program whenever possible. Another goal was to provide relevant and practical ABE services in the home when it was determined that participants would not or could not attend regular classes due to fear, hostility, shyness or because of a lack of transportation, illness in the family, or child care problems. Such participants were usually the least involved in the dynamics of the community.

The ABE services offered to participants was in the form of innovative and individualized survival type lessons which were designed to enable participants to understand and deal with the socio-economic system which existed outside their doors. The objective was for them to gain ability and mastery in manipulating that system for their own ends. When possible, project teachers used real life situations as subject matter for lessons which were designed to teach basic academic skills.

A final step of the Special ABE Model was to encourage the involvement of the participants with the surrounding community and its programs. In year two of the three year project, the approach was narrowed to begin recruiting the parents of school aged children.

The rationale was simple during the second and third year of the project. It was important to demonstrate that the cycle of poverty in Tucson could be broken by meeting adult basic education needs head on! If education is indeed the generic solution to poverty, then the long range impact of continued neglect of glaring ABE needs is to condemn the children to another cycle of ignorance, illiteracy, underemployment, or cronic unemployment.

A short range impact of reaching out to the least educated and the least involved adults in the community, parents in particular, has been to help participants to help themselves. Because of newly gained knowledge and skills, participants will better understand the socio-economic system in which they live. A longer range impact of the project's activities has been to enable parent participants to act as models for their children and to willingly reinforce their children's learning in the home. It is now commonly accepted that parents who understand and reinforce a child's learning or training are more likely to encourage their children to do well in school and to push them beyond the basic levels of formal education.

The three year summary now presented chronicals the efforts and achievements of the Special Adult Basic Education Project in its ambitious attempt to demonstrate that innovative outreach, recruitment, and delivery techniques can work to enlist the participation of the least educated and the least involved adult members of the community. It will also demonstrate that such participants can be motivated to develop new personal confidence, social skills, and community involvement.

PROJECT DESCRIPTION

In year one, the Special Project was a general outreach, general intake model. Project teachers recruited participants of all ages and types from throughout the community, often as a result of door to door canvassing. By design, the Special Project shifted its emphasis in year two to one that could be called a parent education model. A new goal was to identify, enroll and instruct under educated parents of school aged children that were receiving training by local child-serving programs or educational institutions. Parents who were noted as being the least involved in their children's educational process and who were also noted as being on the lowest rung of the academic ladder were approached and offered the opportunity to participate in the project. Project teachers would attempt this recruitment after a personal contact had been made and the program explained in a friendly, positive, and informative manner.

Two major assumptions underlined this model. The first assumption was that we could use selected community based programs such as head start centers, day care centers or public schools to recruit the greatest number of parents who met our entry criteria. The second assumption was that our services would have the greatest impact with such participants and their families. Thus, we would have a natural basis upon which to develop personal contact with parents, and our limited resources would be used in a cost-effi-

cient and productive manner. Over 10,000 hours of instruction were provided to 241 participants during the final year of operation.

Innovative and practical curriculum was adopted or developed to address a participant's everyday survival needs. Various teaching methods were experimented with and a variety of materials were used to fit the particular circumstances in which project teachers found themselves. A majority of Special ABE participants received services in a homebound setting. A significant number also received services in small, special tutoring groups established as a part of the overall program in which their children were enrolled. For example, as their children were enrolled in a particular school program the parents would be studying English in a nearby room. The special group thus functioned as a transition class from the home to the regular adult learning centers operating in the community.

Participants were selected for homebound instruction for two reasons. First if it was determined that the individual was too shy, frightened or insecure to attend regular adult classes he/she was selected. Second, if parents - usually mothers - were trapped in the home by the presence of small, non-school aged children, a sick family member, a lack of transportation, or other special reasons, he/she was selected. Special emphasis was placed on the recruiting of parents who were not involved in the child-serving programs. School personnel and workers in other programs often cooperated in identifying such "drop-out" parents. The candidates were then contacted by project teachers who identified themselves and asked for the opportunity to explain the function of the Special ABE Project.

If possible, project teachers accompanied child-serving program personnel when they made home visits. This visit often provided the "foot-in-the-door" opportunity to explain the project and seek participation.

Project teachers were also trained to perform a social service referral role. Often, project teachers found it necessary to help solve personal or family problems by referral to appropriate community agencies before the instructional process could begin. A project teacher would then use such situations as the basis for lessons. A goal would be for the participant to work toward a mastery level of English, mathematics, or reading at which he could begin dealing with recurring problems himself with greater confidence and skill. The academic emphasis centered on basic literacy improvement, English as a Second Language (ESL), preparation for the U.S. Citizenship examination, and preparation for the GED high school equivalency examination, which was a long-range goal of many participants.

Project teachers were supported in their para-professional roles by teaching supervisors. Teaching supervisors worked closely with project teachers to diagnose students, track student achievement, develop materials, and to assist in the solution of personal or family problems of the participant. Teaching supervisors also collected and computed important data, as well as maintained an extensive filing system. The project supervisor worked closely with the teaching-supervisors to analyze the operational data and publish significant totals in monthly, quarterly, and annual reports. The project supervisor also worked closely with the overall program director to review strategic goals and periodic operations. In addition, it was the project supervisor's job to work closely with representatives of local agencies and City departments to ensure continued cooperation, support, and coordination throughout the three year operation of the demonstration model.

SELECTION AND TRAINING OF PERSONNEL

The Special ABE Project functioned under the direction of the Program Director, Mr. Edward L. Lindsey. The organizational structure of the project called for a project supervisor, two teaching-supervisors, a number of project teachers classified as para-professionals, and a secretary-receptionist.

Mr. Charles Swanland acted as project supervisor for the first year and a half of the project (1972-74). Selected through the Model Cities hiring process, he successfully put the project into motion, then departed for new employment opportunities abroad. The final year and a half period (1974-75) has been supervised by Mr. Jerome King who had been a learning center supervisor for almost three years with the regular ABE program. Also selected through the Model Cities hiring process, he worked closely with the Program Director. In contact daily, they mapped out new phases of operation for the project and monitored its ongoing expenditure of funds. This close association at the administrative level added to the stability and success of the project.

Ms. Deborah Berkowitz and Ms. Lorraine Raymond were the first two project teaching-supervisors. Ms. Raymond departed at the end of the second year for new employment opportunities with a local school district. Ms. Pyrdie Kellum replaced her in the position at the beginning of the 1975 fiscal year. Each was selected through the Model Cities hiring process. Specifically, project supervisory personnel were selected on the basis of their academic background, work experience, and ability to manage subordinates in a positive, reinforcing manner. Teaching-supervisors monitored and evaluated the activities of project participants, provided inservice training for teachers, and compiled relevant data. Reporting daily to the

project supervisor, they assisted him in the analysis of performance dat and in the publication of periodic reports and summaries to appropriate evaluators.

The beginning of each fiscal year saw the turn-over of a large percentage of project teachers, but more so during the first year. The original group of instructors were classified as paraprofessionals. They were selected mainly on the basis of their ability to relate well with others, handle teaching material, and display a knowledge of the communi and its characteristics.

They were mostly residents who were at similar socio-economic level as participants. Selected through the Model Cities hiring process, some lacked high school diplomas. The teaching supervisors prepared instructional materials, trained the project teachers in ESL, ABE and GED metho ology, and closely supervised their teaching activities. Unfortunately, their ability as instructors remained quite limited and their original enthusiasm soon lagged. Upon review, it appeared that they had the same problems and frustrations as the project participants. The turn-over ra for this period in year one was quite high. Requirements for education, experience, and expertise were then increased. When this occured, the staff became more professional in attitude and more capable in performanc As a result of this decision to change the original nature of paraprofess teaching aides, the second and third year teachers functioned as a stable unified, and dedicated instructional team. Although the staff became muc more professional, the low paraprofessional pay scale increased to only $ per hour by the end of year three. In essence, we had professionals work at an aide's salary level.

Project teachers usually numbered between 10 and 12 at any given tim It was determined that a mix of full-time and part-time instructors, who worked as much as 30 hours per week, offered the most in flexibility and productivity. When the project teachers were selected and trained, they were provided with a clear understanding of the nature of the project and of their instructional roles before they were placed in the field. This was necessary to help teachers to perceive of themselves as instructors and experimentors. In addition, it was also important to insure against a project teacher becoming "trapped" in a particular homebound teaching situation. If so, he would fail in his overall goal to develop such skil in the participant that would enable the participant to begin dealing wit outside institutions and solving his own problems. Occassionally this di happen with participants. But as the project personnel gained experience and expertise, teachers were careful to not mislead the participant into believing that he could always depend on the teacher to come to his home

and help only him. The student had to offer something in return, and that was progress in learning and willingness to eventually venture out on his own.

Teachers did not always grasp this idea immediately. It took patience for the project instructor to understand that his role was not to just teach ESL, for example, but to lay the foundation for important other objectives. In addition, by placing some constraints as to time and activity, the teaching staff was able to successfully replace as many as a fourth or a third of its participants within a year. By transferring students to nearby adult learning centers or vocational training programs, or by helping students to complete the GED requirements, the project was able to continue accepting new participants throughout the fiscal year.

When training new teachers, special emphasis was placed on the uniqueness of the homebound situation and the need for a humanistic approach in working with participants. Cultural considerations were also outlined to those unfamiliar with the different neighborhoods in which the project worked. Project teachers were also instructed to be sensitive to the family dynamics in the homes of their students. If a wife, for example, was learning English, did the husband feel threatened? Are the children teasing a parent studying for his or her GED examination? If so, how can a teacher deal effectively with this situation and neutralize the problem factors" Teaching supervisors were instrumental in assisting project teachers with difficulties of this nature, and staff meetings were often opened to discussions concerning problems with individual students. Besides helping to develop a unified feeling, instructors benefitted from the advice and experience of fellow staff members.

Finally, under the "What to Avoid Next Time" category would be the attempt to select paraprofessional teaching aides who did not lack a solid educational background and avoid those who might be in the same life situation as the participants being served by the project. As discussed earlier, the chances for a successful and stable instructional staff are limited if much care was not taken in their selection. If instructors have similar personal or home problems as project participants, their job performance is likely to be adversely affected. It can also result in a high turn-over rate or absenteeism.

Experienced personnel with at least two years of college (preferably those with a B.A.) were required to do the job properly. In a less urban setting, the requirements may be different, but a final description of the project teacher would be that of a well qualified person who receives pay commensurate with the responsibilities of the job.

OPERATION AND METHODOLOGY

The design of the Special Project during year one was that of a general intake model in which adults in the community were recruited without regard to status or background. The general requirements were that participants be low income residents living in the Federally designated Model Cities target area and that they have below a high school level of education. Participants were recruited through general outreach techniques, including door to door canvassing, announcements at community meetings and referral. One problem here was that the project received a large number of requests for instruction and was soon working to capacity. A second problem was that it was very difficult to transfer students from the home to the ongoing classes of the regular Adult Education Program.

The original purpose of the Special Project was to operate as an outreach model in which participants were provided a limited amount of home instruction and were then urged to transfer to regular ABE classes located nearby. This rarely worked as planned and the reasons were twofold. First, the limited amount of time was between four and six home visits before efforts were made to transfer the participant. This simply was not enough time to develop the necessary confidence and trust of a participant before placing such a demand on his schedule. Second, the participants selected for home instruction were the least academically skilled and the least mobile. Even if transportation was arranged, four to six home visits did not develop skills and abilities to any significant degree to justify a transfer and the discontinuance of service. The project was frustrated in these early efforts at outreach and transfer, but did gain a great deal of experience and expertise in functioning in a homebound environment. Innovative and practical materials were developed which did serve their original purpose of providing survival instruction in English and basic literacy.

In year two the emphasis and approach were altered. The project began to seek out and enroll parents of school aged children. Instruction was offered to deserving candidates over much longer periods of time, and the goal changed from immediate transfer to regular ABE classes to that of increased involvement with the institutions and programs affecting the lives of their children. In addition, a long range objective was that of increased knowledge and manipulative skills in relation to the existing socio-economic system. The idea of transferral became a low priority factor which could happen naturally if participants outgrew the need of special home instruction and could see the need themselves of a more extensive educational experience. The delivery of ABE services to the home environment became

an end in itself, and student success was measured in terms of academic progress and through increased involvement with the schools and community in general.

To further determine the feasibility of ultimately moving the learning situation from the home to a regular ABE classroom, very small groups were formed. The original purpose of the establishment of special small group classes was for them to act as a transition step from the home to the regular adult learning centers. They were developed as part of the daily operation of selected day care centers, head start programs, special school programs, or park programs. The final step of transferring rarely took place because once the special study groups were formed on the site of the child-serving programs, participants quickly began to function as a unified class and could not be broken apart. In year two, the special class became important in another way. They proved to be a worthy method of recruiting under-educated parents for ABE services and served as a ready vehicle in which to encourage parents out of the home and into a degree of involvement with the programs or institutions affecting their children.

At the beginning of year three, the criteria for selection of participants was refined. First, the project attempted to identify and seek out only the least involved parents who were at the most basic educational levels. Second, the project would attempt to expand and upgrade the quality of their involvement and participation in the program serving their children. Specific goals were set for parents to visit the classroom, become volunteer teaching aides, serve as a tutor, or attend parent meetings when appropriate.

To recruit such participants in year two and three, mass recruiting techniques were discarded and formula of concentrated and personalized recruitment was developed. The formula included close work with selected child-serving programs and neighborhood schools and frequent contact with teachers, principals, and program personnel. Also, support was obtained in the form of special class sites, referral of drop-out parents who rarely participated in the child-serving program, and permitting the presence of project teachers at parent meetings to explain the model and seek enrollment. This system worked well for the project. As the word spread about the project's role, there quickly developed a backlog of requests for home instruction throughout the second and third year of the demonstration model.

A final note should be made regarding general recruiting techniques such as door to door contact, program fliers, posters, media announcements and speeches at community meetings. These traditional methods work

well as a part of a regular ABE operation, but did not serve the purpose of the Special Project for three reasons. First, the intake of participants could not be controlled without angering or disappointing a number of residents who wanted home instruction but did not meet strict entrance criteria. Second, such methods could often work counter to the operation of the regular, ongoing program. At times during the first year, project teachers discovered a few students who had dropped out of the regular program to request home instruction. At other times, it was determined that a homebound participant might have easily attended a nearby class or adult learning center if he so desired. Lastly, the participants desired in the Special Project were usually out of contact with the community or were the least likely to respond to an announcement on the radio or the viewing of a poster. On one hand, because participants rarely ventured out, they did not know of the availability of the services in the community. On the other hand, if they did know about the ABE program, they did not come forward willing to enroll because of the nature of their inadequate educational background, which had resulted in shyness and fear. The regular program usually had full classes, but participants there were somewhat upwardly mobile and were able to cope with an academic type atmosphere. The Special Project finally concentrated on potential students that everyone admitted were out there, but who would never come forward to enroll on their own.

The recommendation, then, is to plan a special program as this model to concentrate on the basic educational needs of a specific clientele or segment of the community. In this way, a homebound project can be used efficiently and economically to reach residents who would not normally take advantage of ABE services, although their need for such service may be great. The "hardest to reach and hardest to teach" ABE sub-population can be recruited, can be motivated to progress academically, and can be trained and encouraged to make the system work for them. This Special ABE Project has demonstrated the effectiveness of methods which accomplish these ends. It has also demonstrated the importance of such efforts to the benefit of the individual participant, his family, and to the community at large. A special project of this type can also serve as a valuable instrument which can supplement the work of a more formal adult basic education program or institution.

A SMALL study group meets at a local school. Project teacher, left, directs mothers in an English lesson while down the hall their children are studying. Progress in learning was rapid under these conditions. The formation of special study groups such as this also afforded the project an opportunity to involve the parents in the training and education of their children.

THE PROJECT TEACHING ROLE

Throughout the first year of operation, attention was focused on the factors of student motivation and rates of achievement in comparison to that of participants in the regular ABE classes. A primary question was what served to motivate participants in the Special Project: the home setting, individualized instructional materials, or the project teacher?

Subjective evaluation of activity and close observation resulted in the conclusion that the project teacher was the primary factor in the success or failure of a participant. The teacher operating as a friend and confidant often served to motivate and retain students where other systems or programs had failed. It was further concluded that the project teacher was strongly supported by a tripod of three closely related factors: the home setting, the individualized attention, and the innovative and relevant materials developed and used. Participants admitted that a major condition for their own involvement was that they could learn without leaving the familiar home setting. This appeared to be the key element which had pursuaded them to participate in the first place.

Through extensive review and comparison of student achievement rates during year one, project personnel concluded that a stable, long-term participant could progress at least as rapidly as his counterpart in the regular program who used similar materials. In some cases, participants covered material in two thirds the time than did their counterparts in a regular learning center class. Success has been attributed to the special learning kits which contained the innovative and relevant curricula. Ironically, participants often demanded textbooks. For them, the presence of textbooks in the home was something of a status symbol and validated their newly assumed role of student. Project teachers therefore worked with selected texts as a primary resource, but they supplemented lessons with everyday survival material, consumer information publications, and other materials such as job applications, model report cards, or important situational dialogues. The tentative theory, therefore, is that most homebound participants can and do progress at least as rapidly as students in adult classes that are conducted in regular adult learning centers. These participants who usually can never be recruited through general outreach methods, can and do develop important academic and social skills when approached in a personalized manner and motivated through humanistic instructional methods.

Further review of the project teaching role must include an emphasis on an instructor's willingness to be aware of the emotional needs of participants and to the particular cultural or social factors involved.

For example, teachers often had to accept food and refreshments from participants as a precondition for a lesson, even when teachers suspected participants could not easily afford such hospitality. Usually, of course, this was an enjoyable benefit of the job, although teachers concerned with dieting often expressed concern. In the barrio environment in which project teachers mainly worked, care also had to be given to the extended friendship and kinship relationships throughout the community. When neighbors or relatives enjoyed the service of the same teacher, it was sometimes possible to join participants together in a single home as a location for lessons. Learning spontaneous and rapid under these conditions, and project teachers combined participants whenever possible. At times this could not be accomplished because a husband may have objected to his wife learning English when he could not be present. In many cases a husband would not, for example, permit his wife to leave the home nor receive lessons there. In some cases, a husband did not want his wife to learn more because it would bring her closer to any social advantages enjoyed by him. He was also fearful of her potential economic independence from him. At other times, neighborhood feuds erupted, leaving the project teacher in the middle. The participants would be quick to spot any advantages that their neighbors received. A project teacher had to be sure to allocate equal periods of time to participants. This did not often happen. The example merely serves to illustrate the point made for cultural and social sensitivity on the part of a program and its personnel.

A final note should be made concerning the operational aspect of the teaching role versus the experimental one. While the primary function of the project in year one was that of outreach, recruitment and transfer of participants into regular ABE classes, it was demonstrated that instruction could easily be accomplished in the home setting over a reasonable period of time. Project teachers were often tempted to be satisfied with this effort. In years two and three, the experimental role was extended to include efforts at recruiting undereducated parents and working to develop their involvement with the institutions affecting the lives of their children. Here too, the teaching of participants soon became a primary concern of the project. The demonstration model was therefore often deflected from its early stated goals and objectives due to the reality in which the project found itself working. It was difficult for project personnel to remain concerned with the transfer of participants after a particular amount of time when other needs were greater. It was understandable for personnel to want to do what came naturally: to take a participant at where he was academically or socially and provide instruction and support for as long as necessary, until the participant was confident and skillful enough to strike out on his own. This flexibility and willingness to adapt was a strong point in favor of the demonstration model during its three year period of activity.

COMMUNITY LINKAGES AND COOPERATION

The element of community linkages and cooperation can be divided into two significant areas. The first concerned the drive to develop extensive support and acceptance from important community programs, educational institutions and special groups or individuals. The second relates to the implementation of the student support role fulfilled by project teachers. Both factors were important priorities built into the design of the demonstration model.

For the special project to succeed in its mission to identify and recruit the least formally educated and least involved parents, it required the understanding and acceptance from relevant agencies and programs. Such organizations were key elements in the project's efforts to enroll parents who met the appropriate entrance criteria. At the beginning of each new fiscal year, an effort to renew ties with the programs which it had previously worked was followed by a vigorous attempt to establish new working relationships with other selected programs. These activities were important because they paid off in ongoing referrals of potential participants from cooperating programs and organizations.

For example, project personnel would arrange personal interviews with the supervisors of local child-serving programs to explain the role of the Special Project. They would also attend staff meetings to explain the mission of the project directly to outreach workers and other line personnel who came in contact with parents. On other occassions, the project sought to speak at parent meetings to explain the program and seek enrollment. At times, project teachers accompanied agency outreach workers into the field on house to house visits. This method often provided for automatic introductions to parents who were prime candidates for Special ABE services. The Special Project received excellent cooperation of this nature during its period of existence because it placed a high priority on such coordination and in turn, served to benefit the cooperating programs by helping them to better serve their clients as well. This cooperation is evidenced by corespondence from the PACE, YMCA, Bilingual and school programs which is included in the appendix of the report.

In addition, the support role of the project teacher involved a process whereby participants were informed of the purposes and functions of local social service programs in the community. At times, teachers accompanied their students to the relevant agencies when a need for service or assistance demanded attention. The main goal was to develop confidence, initiative, and expertise in the participant so that he or she would continue to deal with local agencies without the help or presence of a project teacher.

During the third year, approximately 100 referrals were made by project teachers to such diverse resources as emergency food or health services, food stamps, mental health, public library, housing, vocational training, and the local community college.

Teachers reported great successes in their support efforts. Often, it was a significant accomplishment for participants to merely accompany project teachers to parent meetings or school activities, food stamp offices, or the State employment service. Teachers reported instances in which participants would return to such organizations on their own after the initial visits had been made together. Teachers would also arrange introductory meetings between participants and their children's teachers and school principals to help break down feelings of fear, shyness, or inadequacy on the part of the participant. Once participants felt comfortable in the school and knew their children's teachers or trainers, they often continued to return many times on their own. Needless to say, the schools and child-serving programs were delighted to see this occur.

BIBLIOGRAPHIES AND CURRICULUM

A major objective during year one of the project concerned the development of relevant and practical learning materials in the form of subject matter kits. Subject matter kits were usually packets of innovative materials designed to develop consumer and survival skills, and to develop specific skills through academic oriented lessons. A project teacher would attempt to cover materials in these subject matter kits with each participant. This idea changed with time and experience. In the following two years, the concept of learning kits grew to consist of files of relevant and personalized ABE and GED materials from which teachers would select lessons that would appeal to particular participants. Texts were used to help determine the skill levels of teacher made materials.

For example, parenting skills were incorporated into the structured ESL materials in a number of ways. Necessary parenting skills were developed through the use of parent-teacher or parent-counselor situational dialogues, examples of which will be in the appendix section of this report. Other situational dialogues, reading selections, oral drills or basic literacy lessons were designed to develop skills through materials that were centered around specific activities or relationships that might be a part of community agencies or as part of the programs in which their children were enrolled. Examples of these materials are also in the appendix section.

GED, ABE, and ESL materials developed or adapted by the project were mastery based in nature. This means that each teacher-made lesson concentrated on a specific idea, skill or series of concepts. The student had to demonstrate competence on each lesson before proceeding to the next. This was also a "No Fail" system in which the student was free to try a number of strategies to reach the objectives. False starts merely required the student to try again. The project teacher acted as a resource and stepped in if frustration arose. Standard texts were used most frequently with GED preparation, although teacher made lessons also applied real life situations and consumer education as material for skill development.

We found that adult students often have preconceived notions of what learning is and what teachers should do. They often insisted upon the use of texts or workbooks. It was often a matter of status or pride for the participant to have a book for his family and friends to see. A book would lend credibility to a participant's new role as student. The following list of materials represents books that the project used with some success. This outline should not be interpreted as an endorsement of the products listed, nor does it necessarily reflect poorly on texts not listed. It's a partial list of useful materials which met the needs of the Special Project.

English As A Second Language

1. Anisman, Dorie, and Gordon, Susan, Orientation in American English , Institute of Modern Languages, Inc. 2622-24 Pittman Drive, Silver Springs, Maryland 20910, 1970.

   This series includes six levels, with tests, workbooks, readers and tapebooks for each level. Orientation in American English uses a practical situational reinforcement (SR) approach to language instruction in which communication is emphasized for the English learner, "as well and as quickly as possible". Most useful were the texts and workbooks of each level in the series. Worth considering for and ESL program.

2. Dixson,Robert J. Graded Exercises in English , and Modern American English - Revised , Regents Publishing Company, 1 West 39th Street, New York, N.Y. 10018, 1971

   Graded Exercises in English is a fine supplemental text which presents useful lessons in basic grammer for ESL students. Modern American English is also an excellent supplementary text to assist with vocabulary and structure development. It comes in a series of six graded volumes. For more advanced ESL students, books 5 & 6 contain relevant stories about people in various occupations for practice in reading and oral reinforcement.

3. Dixson, Robert J., Regents English Workbook, 1-3 , Regents Publishing Company, 1 West 39th Street, New York, N.Y. 10018, 1970

   This is one of the most useful and adaptable supplemental ESL texts available. Each page presents a different exercise that deals with specific problem areas in English at basic, intermediate, and advanced levels.

4. Lado, Robert, Lado English Series , Books 1-6 and workbooks 1-6, Simon and Schuster, Inc. Educational Division, 1 West 39th Street, New York, N.Y. 10018, 1972

   This series also includes tapes to reinforce texts and teacher's manual. It is a linguistically sound set of basic through advanced ESL texts. The series is a good source of supplementary lessons. We found these useful during the Special Project's first year but later they were put aside in favor of Orientation in American English.

5. Martin, Joseph F., Let's Speak English , The Last California Company, John French and Associates, 2333 Beverly Blvd., Los Angeles, 90057, 1973.

   Part of each lesson in Books 1-3 are excellent short, highly informative controlled paragraphs at the adult level. Comprehension questions follow each short paragraph. Will serve to develop reading and writing skills in ESL students at low literacy levels.

Reading Development

1. Biner, Vinal O., American Folktales I-II and International Folktales I-II, Thomas Y. Crowell Company, 666 5th Avenue, New York, N.Y., 1968.

   An excellent series of structured readers, this series can also be used to supplement other materials concerned with grammer and structure. At the end of each highly informative short story are exercises which introduce new vocabulary, useful idioms, and grammatical lessons. They progress in difficulty from Book I through Book II in each series. This series is useful with both ESL and basic literacy students.

2. Liddle, William, Reading for Concepts, levels A-H, McGraw-Hill Book Company, New York, N.Y. 1970. $2.31.

   A valuable series of structured readers beginning at grade level 1-6 and ending at level 6 and 7. Designed to provide beginning readers an opportunity to grow in reading experience while exploring a wide variety of sophisticated ideas and concepts from many academic disciplines. Subjects are mostly factual and of high interest. After each short story consisting of one page, there is one page of comprehensive questions following it. Useful for ESL reading development, but especially useful for native speakers. Level H indicates student is at the pre-GED readiness stage. See handy teacher's manual for detailed explanation.

3. Silvaroli, Nicholas J., Classroom Reading Inventory, Second Edition, William Brown Company, Dubuque, Iowa, 1969, $2.50.

   Designed for teachers who have not had prior experience with individual diagnostic reading measures. Each form of the CRI has graded

word lists and graded oral paragraphs from the pre-primer level up through the eighth grade level. Book contains instructions to the teacher. This text can be useful to diagnose reading levels from the first grade level onward. The informal reading inventory of the Reading for Concepts series is easiest to use and least frightening to the student.

4. Sullivan, M.W., English Programmed Readers, McGraw Hill Company, New York, N.Y. Price per set $63.00.

   Useful series for students who function below a third grade reading level. Develops reading skills through phonics. Often works in cases when all else fails to stimulate the student. Can supplement other reading development efforts and materials.

5. Introducation to Reading, Pre-GED series, Cambridge Book Company, 1972, 488 Madison Avenue, New York, N.Y. 10022. Unit price is $2.76

   An excellent text which bridges the gap from level H in the Reading for Concepts series into the GED level of reading. Text concentrates on the development of comprehension reading skills for students at levels 7-9. Text series acquaints student with "test taking" procedures. It can also serve as an informal reading inventory for the teacher to determine GED readiness.

General Educational Development

1. Pre-GED Introduction to Arithmetic, English, and Reading, Cambridge Book Company, 488 Madison Avenue, New York, N.Y. 10022, 1972. $2.76

   Introduction to Reading was noted above. This series of these texts is highly useful and practical. Can be used to develop GED readiness and test taking skills. Presents instructional material in a clear concise manner. Each book contains an inforaml placement test and review section.

2. Correctness and Effectiveness of Expression, Interpretation of Reading Materials in Social Studies, Interpretation of Materials in the Natural Sciences, Interpretation of Literary Materials, and General Mathematical Ability, Cambridge Book Company, 488 Madison Avenue, New York, N.Y. 10022, 1973. $2.70 each.

   Highly useful series of 5 workbook texts which presents GED level material and test activity in a sophisticated, clear-cut manner.

Each text contains a diagnostic test, a personal analysis, and a simulated GED test. Students who can handle the material in this series of texts will perform adequately on the actual examination. Recently, the Cambridge Book Company has published a single large text which contains all five subjects in a revised edition. Cost is approximately one third the amount necessary for all of the single texts. Entitled Preparation for the High School Equivalenc Examination, its cost is $3.75 per copy. Highly recommend.

3. Basic Essentials of Mathematics I & II and English Essentials, Ste Vaughn Company, Austin, Texas, 1975, $1.35 each.

Handy workbooks to supplement Cambridge GED materials. Useful in an individualized classroom format. Work is presented sequentiall but explanations are generally poor. Teacher should be near to student to act as a resource as well as to provide more sophistica examples and word problems.

4. Basic Science for Living I & II, Steck-Vaughn Company, Austin, Tex 1975. $1.35.

Helpful presentation of general natural science concepts in a workbook format. Good text to develop backgrourd in Science subjects, but not good enough to use alone.

5. Introduction to General Science, Cambridge Book Company, 1974, $2.

Excellent resource or general workbook in the area of GED oriented Natural Sciences. Provides easy to read subject matter, clear drawings and up-to-date photographs. Exercises follow each readin selection.

6. Gruber, Gary R., High School Equivalency Test-General Review, Simo and Schuster, 1 West 39th Street, New York, N.Y. 10018, 1975. $4.9

Test serves as an excellent resource for teachers of GED. The tex has three complete test batteries which can be used as final diagn simulated examinations before the student takes the actual GED tes It also contains a high school math review and a vocabulary list s the rear of the book. This text needs supplemental materials to m it work, as it does not offer instructional sections. State GED r quirements are outlined in rear, also.

SIGNIFICANT STUDENT DATA 1972-75

Upon review of the demographic data outlined on the following pages, only figures from action years two and three can be closely related. Information from action year one resulted from extensive research into the amount of student achievement recorded by Special Project participants, which was then contrasted to that of participants in the ongoing ABE program. Many areas of importance in action year one were of less importance in the following two. This was due in part to a dramatic shift in project emphasis and activity. Years two and three saw the Special Project become concerned with reaching undereducated parents and seeking to develop parental involvement while developing ABE skills. Nevertheless, many trends can be noted and some conclusions can be ventured about the impact of the Special Project and the nature of its participants.

For example, a quick survey of the figures shows that the Special Project did, in fact, impact on a certain segment of the potential ABE population. The Special Project enrolled females at the rate of five to each male enrolled in 1973; the ratio was approximately six to one in 1974; and the ratio was approximately seven to one in 1975. This characteristic of the project seems to hold with the assumption that the Special Project would deal with a population less able and perhaps less willing to leave the home environment to participate in a classroom program, and who must be sought out by an assertive outreach program. In the overall regular County program, the ratio of female students to male students is approximately three to one. However, the ratio of female students to male students in the regular program for ages 16-24 was one to one.

Another example concerns the educational history attributed to participants . Of participants educated in the United States, a significant majority failed to advance beyond the eighth grade level of schooling. Almost two thirds of the participants of the Special Project with less than eight years of formal schooling failed to advance beyond the eleventh grade. Approximately one third of the participants receiving education in the United States had any high school experience at all.

On the other hand, participants educated in Mexico had an even more dismal history of schooling. Approximately two thirds of all participants educated in Mexico failed to advance beyond the sixth years of schooling. This level is called primaria, or primary. Of the participants educated in Mexico, only one fourth completed as much as ten years of schooling. This level is called secundaria, or secondary. Less than ten percent completed as much as twelve years of formal education.

From this and other data, a picture begins to form of the average participant in the Special ABE Project. The majority of the participants have been between the ages of 20-49. The vast majority were females and from a Mexican-American ethnic background. The vast majority are not the heads of household nor are they working. Most are at either a basic or intermediate level in English and all participants in the final years were parents. It is obvious that the typical participant was a young mother between the ages of 25 and 45; of a Mexican-American heritage, probably born in Mexico, was unable to communicate adequately in English and is now a legal resident of the United States. She is a housewife, not working and not able to work due to a lack of experience, low employment skills, and with the responsibility of between three and five children to raise. She has only completed six years of schooling in Mexico, and she receives instruction in her own home because she cannot otherwise take advantage of the opportunity to learn English.

One conclusion which springs to mind is that without a model of adult education which can vigorously seek out such potential participants and deliver ABE services directly to the community, a large and vitally important segment of the ABE population will contiue to remain outside the reach of a regular adult learning center or formal class. To ignore this element is to disregard the extensive and long lasting impact that they have on their children as parents.

A second conclusion is that she will remain unfamiliar with the mechanics of the American school system and the dynamics of the socio-economic system and refrain from involvement. If she is not helped to develop adequate oral communication and literacy skills and if she is not shown how to influence the institutions which affect her and her family, she may never overcome the fear, cultural restraints, or personal inhibitions which stand as obstacles to her and her family's potential self-realization and economic independence.

SIGNIFICANT STUDENT DATA 1972 - 75

Place of Birth:	1973	1974	1975
USA	92	83	78
Mexico	124	183	185
Other	9	28	9

CITIZENSHIP:	1973	1974	1975
USA	193	114	102
Mexico (Resident Aliens)	24	149	161
Other	8	31	9

SEX:	1973	1974	1975
Male	32	41	33
Female	193	253	239

AGE:	1973	1974	1975
Under 20	11	23	15
20 - 29	59	87	83
30 - 39	59	73	88
40 - 49	45	47	48
50 +	51	64	38

ETHNICITY:	1973	1974	1975
Mexican-American	181	239	239
Black	18	12	11
Anglo	6	9	6
Indian	11	9	7
Oriental	0	8	4
Other	9	17	5

MARITAL STATUS:	1973	1974	1975
Single, never married	15	41	29
Married	161	201	206
Div./Sep.	30	24	22
Widow (er)	11	16	14
Unknown	8	12	1

Head of Household:	1973	1974	1975
Student	68	86	64
Other	157	194	205
Unknown	0	14	3

Primary Source of Income:	1973	1974	1975
Student earnings	29	57	41
Other's earnings	136	169	186
Public Assistance	20	19	18
Retirement/Soc.Sec.	40	23	21
Other	0	26	6

Number and Age of Household Members:	1973	1974	1975
0-5 years	-	181	253
6-12	-	273	342
13-17	-	164	161
18 or over	-	671	617

Student Employment Status:	1973	1974	1975
Full time	52	57	38
Part time	--	18	14
Not working	166	209	220
Unknown	7	10	0

Reasons for Not Working:	1973	1974	1975
Unable to find work	19	7	7
Housewife	99	89	144
Retired	8	11	7
Not looking for work	35	22	13
Health Problem	29	17	12
Lack of Education or Experience	28	16	7
Care of Another Family Member	11	5	22
Unknown	0	2	2
Transportation Problem	12	2	0
Child Care	34	26	8
Other	7	12	0

Highest Grade Completed-USA:	1973	1974	1975
Zero		6	3
1-3		8	7
4-6		24	19
7-8		25	21
9-11		33	35
12		0	0
Other		2	1
Unknown		25	0

Highest Grade Completed - Mexcio:	1973	1974	1975
Zero		7	4
1-3		29	28
4-6		73	82
7-8		21	21
9-10		15	14
11-12		12	12
Other		7	6

Highest Grade Completed-Other:	1973	1974	1975
Zero		1	2
1-3		1	1
4-6		4	0
7-8		2	0
9-11		5	2
12		2	1
Other		2	3

Program Placement:	1973	1974	1975
ESL	134	203	197
ABE (Reading)	38	31	27
GED	53	59	43
U.S. Citizenship	0	1	5
Unknown	50	0	0

Location of Lessons:	1973	1974	1975
At home	168	170	143
At neighbor's home	15	32	37
Special Class	--	92	92
Other	42	0	0

Long Range Goals:	1973	1974	1975
GED Certificate	--	49	58
Vocational Training	--	11	13

Long Range Goals continued:	1973	1974	1975
U.S. Citizenship	--	9	11
Get a job	--	24	24
Get a better job	--	32	17
College	--	1	3
Other	--	150	137
Unknown	--	18	9

*Total Participants:	1973	1974	1975
	225	294	272

Source of Referral to Project:	1973	1974	1975
Project Outreach	87	68	90
Model Cities	29	18	19
School District	4	46	55
Local Agency	21	43	16
Friends/Relatives	74	98	83
Unknown	10	21	9

Student Referrals To Service Agencies:	1973	1974	1975
	--	107	99

*Please note: Although the Special Project actually enrolled 275 participants in 1973, it chose to report only those participants who received at least three tutoring sessions. Participants who received three or more home visits by project personnel which were not tutoring sessions were not reported, nor were those participants who received less than three tutoring sessions. In addition, the role of social service referral of participants was not clearly defined nor were records maintained during the first operational year. For year two and three, the function of student referral to social service agencies was integrated into the demonstration model and data of such efforts by project teachers was computed monthly.

FUTURE CONSIDERATIONS

The Special ABE Project has experimented with innovative methods of outreach and recruitment, developed or adapted relevant curriculum materials, and sought to encourage increased social involvement in order to meet the needs of a specific target population. This target population was usually beyond the reach of any formal adult education program. They comprised the hard core poverty group, and were long thought incapable of realizing substantial educational progress. The Special Project has also demonstrated that many of the traditional constraining factors can be overcome with effort, innovation, and a commitment by the community to do so. A major consideration should now be whether a project such as this can be institutionalized and implemented in a practical, cost-efficient manner.

Many problems can be avoided and the transition be made easily if the design and objectives of the project are well thought out beforehand and revised when needed. The internal operation of the Special ABE Project usually was quite smooth. Outside of the immediate model, certain defects arose which needed correction and should be avoided in the future. The Special Project was implemented as a separate entity, independent of the operations of the regular County program, and reported directly to the overall Program Director. Unfortunately, a new staff was assembled who were not aware of the goals and objectives of the regular ongoing program. There was very little mixing of the Special Project personnel with those of the sponsoring agency. The first problem was one of identity and a second closely related problem was one of expense.

The two staffs rarely met with each other, only occasionally shared ideas and materials, and worked in separated environments. The County ABE program operated through formal classes conducted in donated school and church facilities and the regular adult learning centers. The Special Project operated mainly in homebound situations or through special study groups set up as a part of an ongoing child-serving program or institution. The Special Project staff became somewhat provincial in attitude and protective towards its participant population. The motives and goals of the regular program were sometimes held in suspect by members of the Special Project. They did not always realize the scope of the regular operation nor share the goals of integration of the Special Project component with the ongoing program.

One result was the desire on the part of the Special Project to remain independent in function and locale. A second result was that the teaching staff of the regular program little understood the role of the Special Project nor felt particularly responsible for its continuation. What few realized was that the Special Project's design made it expensive and thus nearly impossible to continue once the Federal money terminated without making some basic changes.

The Special Project had not firmly attached itself as an integral part of the regular program and has not survived the predictable cutback in funds because of its bulk and expense. A much better procedure is possible and should be considered when such a project is developed and implemented.

One recommendation would be for a project of this type to be well integrated with the operation of an ongoing program. For example, in this situation the Special Project had heavy administrative expenses that could have been paired down if the institutionalization plans were implemented. By attaching the Project to the ongoing program, teaching supervisors of the Special Project could have assumed a regular classroom teaching role part-time and made themselves available as resources for home teachers parttime. The actual coordination of a small team of homebound teachers could have been localized in the operation of an adult learning center, directed by the learning center supervisor, thereby eliminating most, if not all, administrative costs at the operational level. The cost per hour of instruction could be maintained at an acceptable $3.50 to $5.00 per hour, rather that the approximate $8.00 to $10.00 per hour necessary when the Special Project operated according to the proposal.

A second recommendation concerns the role of the homebound teacher. One way to keep costs low and develop a close identity with the overall program objectives would be to insure that the homebound instructor work a portion of time within the regular program's independent classes or adult learning centers. Straddling both sides would have at least two benefits.

One benefit would be that the instructor could ease the anxiety of transferring a student from the home to a formal class if the student's teacher could work with him in both locations as he progresses. In year one, project teachers would accompany a homebound student to the learning center class once or twice, but would soon have to move on to new students. Often the transferee dropped out because he could not cope with a new teacher and a new learning system all at once.

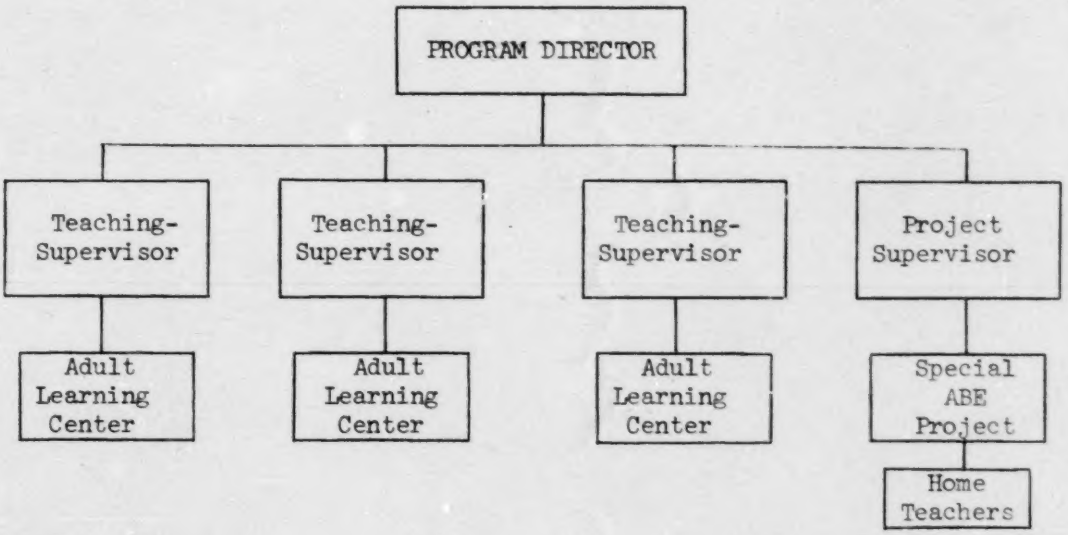
A second benefit would be the opportunity to spread the cost of homebound instruction throughout the program. A homebound instructor who is also responsible for at least one formal class period a day is less expensive than one working entirely in the home. Many directors of ABE programs find the idea of a special outreach project attractive, but they face the stark reality of economics. Because the Special ABE Project faced this problem in 1975, other programs now have the benefit of its experimentation, problem solving, and insights in this matter to consider during future planning processes.

The recommendations in this section have provided some ideas in the area of developing and implementing a special outreach program that would be effec-

MEMBERS OF the Special ABE project and the regular County ABE Program meet for an orientation and an exchange of ideas as part of an open house hosted by the Special Project. Project Supervisor, Jerome King, welcomes guests from the regular program and outlines the function and role of the Special ABE Model.

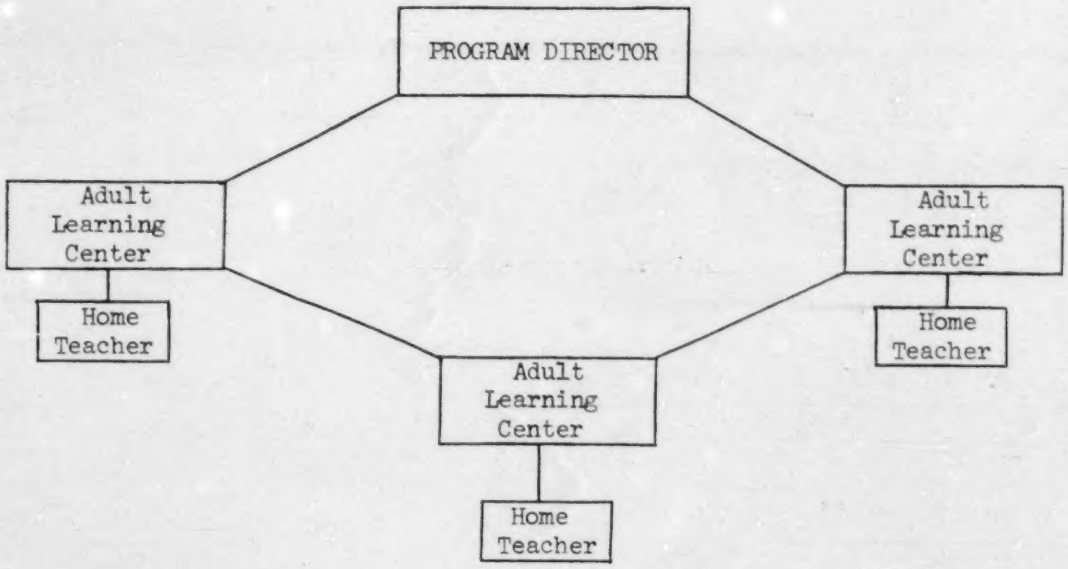
tive and economical. The illustration that follows further outlines an exemplary project design that can be adapted to the needs of specific locales and programs:

A. 1972-1975. The organizational chart that follows illustrates the historical operational relationship of the regular program and the Special ABE Project. The Special Project and the regular adult learning centers functioned on a par with each other in a federal system, essentially independent. Coordination between Special Project and the adult learning centers was minimal and rarely necessary.



B. What follows is one variation of an organizational chart which integrates the home tutoring function of the Special ABE Project into the overall operation of the regular program. One or two homebound supervisors could work through the learning centers, sharing responsibility for the supervision and support of individual homebound teachers, thereby serving to tie the separate functions into a unified operation. Homebound supervisors would perhaps teach in the center part-time and report directly to the learning center supervisor. Full-time homebound instructors would teach part-time in a learning center and the majority of their time in the field. Part-timers could also teach in both home and center if desired.

Coordination between centers would be ongoing. Finally, the expense of a project supervisor could be eliminated.



APPENDIX

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SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS - 1973

Performance Objective #1 states: "Twelve paraprofessionals, by offering friendship, assistance and information regarding community services, will gain the confidence of 40% of the prospective adult students by their third visit, as indicated by the "student's" desire to participate in an educational at-home program."

In this we feel we were outstandingly successful. Out of 353 people that we contacted on whom we managed to procure full names and addresses, a total of 285 people became participants in our program. It was not always possible to obtain names and addresses to be later verified from people whom we contacted at home. They were often shy and distrustful, not always believing that we weren't from the Immigration Service or the Welfare Department. Nevertheless, the response rate was well over 50% and the project usually had almost as many in-home recipients of services as it could serve. We feel this definitely proves the workability of an active outreach approach in adult education.

Performance Objective #A2 states: "More rapid learning takes place when the teacher works on a one-to-one basis with the student, concentrating on that individual's needs, rather than when he has to a class of ten or more people. This is evidenced by the fact that instead of taking the usual six months to complete one level of ESL or ABE training in the regular classroom setting, 60% of the at-home learners will complete it in four months. Learning any subject under these conditions will take only two-thirds the time that normal classroom conditions will take."

Throughout the program year, participants in our program who were stable long-term participants were indeed progressing faster than their counterparts in Adult Education Learning Centers. However, the rate for the participants as a whole was considerably dragged down by those participants whose progress was slower due to personal problems or who did not stay in the program a sufficient amount of time to achieve significant academic progress. This entire question will be examined in the evaluation.

Performance Objective #A3 states: "The advantage of individualized learning kits will be demonstrated by having a quarter of the at-home learners use the standard text and the remainder experiment with the learning kit. It is anticipated that the learning kit will increase the quality of learning and that a random sampling of a quarter of the learning kit users will score higher on appropriate tests than will the control group using the regular texts."

This was an interesting hypothesis that was based on reasonable assumptions. A great deal of time and effort was spent in developing the individualized material. We definitely feel that the quality of learning was better with the individualized material. It was certainly more relevant to the daily lives of the students than was, for example, a standard textbook series such as Lado. The difficulty in proving this hypothesis lies partly in the fact that the majority of students were in our program for an average of six months and we don't feel that this was enough time for a significant difference to appear in the rapidity of learning. Textbooks were something of a status symbol to many participants who had traditional ideas about education. The individualized material was geared to the learning needs of the student and utilized relevant, useful, everyday material. The reader will note that out of the total of students one hundred and thirty-*one* used individualized learning materials and ninety-four were on texts. This was because we consistently tried to keep a quarter of the active student population on texts with the rest on individualized materials. The reason the totals come out with 41% using texts is that we had a higher drop-out ratio among the text users. This demonstrated to us the superiority of individualized learning materials in at least student retention.

Performance Objective #A4 states: "Twenty percent of the paraprofessionals will gain confidence through this experience and enroll in classes to further their education within the year."

We overfulfilled this performance objective by a factor of five, that is to say, 100%. In February all the paraprofessionals enrolled in an ESL or reading class at the University of Arizona. By the end of the project year, all had either successfully completed or were enrolled in English 212, "Methodology of Teaching English as a Second Language." Many of the paraprofessionals have stated their intention of making a career in adult basic education.

Performance Objective #A5 states: "As evidence that the Special Experimental Adult Education Project reduces fear of education and enhances confidence in learning ability, 35% of those who participate in the program will voluntarily join regular Adult Basic Education Classes in their community the following semester."

At the time of writing of this report, it is still too early to give exact figures on the total number of ex-participants in our program who subsequently enrolled in regular Adult Basic Education classes. This is because the majority of our steady participants were in our program through the spring and summer of 1973. The next regular (fall) semester

has not yet begun. An abbreviated summer program in regular ABE was offered but it was very small due to congressional failure to pass a funding bill or continuing resolution before the summer session.

By the time the project had ended, however, ninety-seven participants had been enrolled in the regular ABE classroom program. This is in itself 34% of total participants. Those who did enroll typically had more education than the average participant and often needed just a few sessions to gain enough confidence to enroll in regular classes. It is to the average participant and his decision on enrollment that we look to with interest.

Part 1B of the Performance Objectives sets forth that "In the process of fulfilling the above listed performance objectives, which can be scientifically measured, we will engage in activities designed to answer the following questions although the conclusions reached may be more subjective in nature due to funding and time limitations."

This we set out to do from the beginning. Data relevant to these questions was recorded daily, weekly, monthly and quarterly by the project staff, especially by the teaching associates.

Each student was visited in the home at least once a quarter by the two full-time project teachers to corroborate the reports given by the paraprofessionals. An in-depth discussion of each student took place once a quarter between the supervisor and the teaching associates.

Here are our findings:

B1. "What is it that motivates this group of adults? Is it the individualized attention, the teaching associate, the materials or the home setting?"

In answer to the above, we find it hard to rank these elements in a neat hierarchy of effectiveness. Our intimate experience in hundreds of in-home settings leads us to feel that the in-home setting, the teaching associate and the individualized attention are more or less inextricably intertwined into a tripod that supports the student in his or her continued participation. The teaching associates themselves usually de-emphasized their own role but to their superiors it was clearly evident that they were a major motivating factor. However, while reiterating that the first three elements are intertwined and their relative degrees of effectiveness are on the whole quite close, we rank the various elements thusly:

1. the in-home setting

2. the teaching associate

3. the individualized attention

4. the materials

Let us further consider the above motivational forces in two different aspects: getting people into the program and then keeping them in.

To get people involved in this program, the single most important motiviational element was the fact that they could participate in it without leaving home. These were people who could not or would not participate in formal established classes. The "could-nots" were primarily held back by young children at home, lack of transportation, ill health and social and spouse pressure against their leaving the home. The "would-nots" were held back by their shyness, their lack of experience and confidence in novel and unpersonalized settings, their previous negative experiences with education and their lack of a positive self-image. Thus the opportunity to start back in education without having to leave the home did much to persuade them to participate.

Once participating, it was vitally important to keep them strongly motivated after the novelty and initial enthusiasm wore off, to prepare their lessons beforehand, to practice their newly gained English skills despite cultural or spouse negative attitudes, to read newspapers and other everyday printed matter on their own, to use their new found math skills in such things as consumerism, and to not cancel scheduled tutoring sessions with insufficient reason. The single most important motivational factor in keeping them involved and making progress was undoubtedly the teaching associate.

B2 states: "We will try to determine whether the teaching associate or the selected individualized material was the more significant in causing his change."

As in B1 it is not easy to divide these two closely-linked elements as to which was more significant in causing change and academic progress. In terms of those for whom this program was a "bridge" between complete non-involvement in adult education and eventual participation in formal

classes, it was undoubtedly the teaching associate who caused the change. As stated above, it was primarily those with comparatively more education who enrolled in regular classes. Often just a few tutoring sessions followed by a strong presentation on the part of the teaching associate were sufficient to convince the individual to enroll in class. Usually the teaching associate accompanied the person to the first class session and set through it with him. Subsequently, they would pay an occasional follow-up visit to the person, discuss their progress in class, their experiences and generally encourage them.

These were very effective techniques. Accompaniment to the first class took much of the threatening foreignness away from the situation. Often the teaching associate knew the class teacher personally. He or she could effect a personal introduction to the teacher for the student. Subsequent follow-up visits provided the student with a chance to talk to someone about class if her or she, often being shy, had not yet made friends with anyone in class. Some occasional help with academic problems was also given at these times.

B3 "We will attempt to determine whether we motivate a different age group, different sex, different educational level, defferent social and religious group than those in the ongoing normal adult education program."

It was obvious from the start that the percentage of women in our program was higher than that in the regular program. We can say that it proved unfeasible to measure whether we were dealing with a different religious group on the whole than in the regular program. Many of our participants were Mexican-American and Catholic. Those detailed comparisons and measurements that were possible to make are discussed in detail in the evaluation report contained in the 1973 final report.

B4 "We will attempt to determine if newly identified people participate in the parent training subobjective."

Briefly, the answer to this question is, "No."

B5 "We will attempt to determine if those parents who are already identified and participating in the parent training subobjective will assist us in identifying those not yet touched by the on-going adult education program." As in B4, the answer to this question is, on the whole, "No."

SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS - 1974

I. Completion of Federal Objectives

The Special Experimental Adult Education Project worked to complete all objectives outlined in the 1973-74 Federal proposal.

As our assignment reads in objective A of the Federal proposal outline, we feel that we were successful in gaining cooperation with Model Cities programs, local school districts, and other social service or child-serving agencies. During 1973-74,107 participants were referred to SEAEP from either Model Cities, local school districts, or other local agencies.

Federal Objective No. 1 states that 60% of the parents who enter the adult education component will remain for at least one semester. Our records show that 58.2% of the participants or 171 out of 294 who entered the project remained for at least one semester, defined as a ten week period. A breakdown will show that 55.2% of the parents who entered at the ESL level stayed for one semester; 74.2% of the parents who entered at the ABE level remained for one semester; 57.6% of the parents who entered at the GED level remained; 100% (or one individual) who entered requesting citizenship training remained.

Federal Objective No. 2 states that 70% of the parents who enter the adult education component and remained for at least one semester will achieve at least one academic level of the subject matter for which the learning curriculum was established. Our records show that 73.7% or 126 out of 171, of those who remained one semester achieved at least one academic level. A breakdown shows that 84.8% of the ESL participants advanced one academic level or more; 100% (or one individual) of the citizenship participants achieved at least one academic level.

The criteria for advancement of one academic level for GED participants was much higher than for the other disciplines, as we defined one to be one test. In GED, 34 out of the total 59 remained for one semester (57.6%); 14 out of 34 (41.2%) achieved one level or, in other words, took at least one test out of the GED battery of five examinations. From this total, 5 out of the 14 (35.7%) achieved their High School Equivalency Certificate.

Federal performance objectives No. 3 and No.4 are closely related. Number 3 states that 60% of the parents who enter the adult education component and remain for at least one semester will indicate that they have a more positive and favorable attitude toward education in general.

Number 4 states that 60% of the parents who enter the adult education component and remain for at least one semester will become more competent parents and citizens. It is difficult to measure our impact on individuals in terms of these objectives. The Model Cities evaluation division was not able to construct an instrument which could accurately measure these objectives. We feel that we accomplished these objectives through several methods.

First, our special curriculum kits include materials and lessons which explain aspects of the various child-serving institutions or programs which are possibly unknown to this ABE subpopulation. We divide our curricula into parenting skills, survival skills, consumer education, and social service resources. For example, lessons based on parenting skills are designed to instruct students on how to read their children's achievement cards and whom to see at school concerning the progress of their children or the health of the children. Lessons also include steps parents can take to insure the health and welfare of their children. These lessons are designed for both ESL and ABE areas of study.

Second, we assume as our responsibility the attempt to encourage parents to participate directly in their child's educational world, which, as pointed previously, is sometimes a foreign environment to many parents who know little or no English. Before we take a parent to meet a teacher or principal, we have ESL lessons or dialogues which find the parent taking a role of the teacher or principal, as well as that of him- or herself. SEAEP teaching associates may accompany their students to meet teachers, administrators, and other child-serving agency personnel. When possible, parents are encouraged to participate in field trips or other activities in their children's educational lives. We should point out, however, that we do not push our ideas on our participants. Some parents respond to our approach immediately. Some respond after a period of time, perhaps after they begin to trust their teacher. Others never warm to the prospect of visiting the school.

Through these methods, we feel parents will come to understand the educational programs and institutions which affect the lives of their children. They will feel less threatened by the educational environment and feel confident that teachers, principals, and other agency personnel will listen when they wish to communicate. We feel that these steps will result in a more positive and favorable attitude toward education in general and will result in our students becoming more competent parents and citizens, as our assignment reads in objectives no. 3 and no. 4.

Federal Objective No. 5 relates to parent leadership training which, as the 1972-73 final report noted, did not work out satisfactorily and would be dropped from this year's list of performance objectives. However, our teaching associates distribute information concerning school meetings or related community meetings and often encourage their students to attend. During a recent controversy over the closing of a local elementary school in the Tucson inner-city, we were proud to note many of our students in attendance at the series of meetings designed to request that district authorities allow the school to remain open and not have their children bussed outside the neighborhood. We also noted with pride when one of our students was interviewed on local T.V. and told why she had instructed her children to remain home from school that week in protest of the pending closing of the school. (By the way, the residents won! The neighborhood school will remain open for at least another year. We do not wish to infer that SEAEP had any direct role in this community protest, only that some of our students are gaining self-confidence.)

Federal Objective B states that we will create innovative, relevant learning curriculum in the form of subject-matter kits which will accelerate learning by educationally disadvantaged parents. This objective was accomplished by our relevant and innovative curricula, and was an on-going activity of this project throughout the fiscal year.

Federal Objective C also contains three questions to be answered subjectively concerning motivation, the effectiveness of the project teacher, change on the part of the participant, and whether the project reached a particular strata of individuals. These questions were answered during the first action year and covered in the previous section of this report entitled, "Summary of Activities and Accomplishments - 1973," under "Findings" beginning on page 32.

II. Model Cities Relationships

The Model Cities Program had outlined ten performance objectives for the 1973-74 action year. The SEAEP project worked to complete these objectives, in addition to working to complete the extensive responsibilities of the Federal Objectives. In a third quarter project report, prepared by the Model Cities Management Information Division, it concluded, "the (SEAEP) Project seems to be operating efficiently from a cost/benefit standpoint."

For example we estimate that we completed Model Cities objective no. 1 both in the spirit of the objective, which called for us to "get the word out," and in fact, by contacting over 1200 residents who had failed to complete their education and by soliciting their participation in the project. There is some disagreement with Model Cities evaluators on this point, however. Not all contacts were individual contacts, as Model Cities maintained was meant. This was not the way it was spelled out in the contract, though. We show a total of 1994 contacts of various sorts, out of which approximately 800 could be classified as individual. We provided 9150 hours of tutoring to the community, thereby surpassing the 9000 hours called for in the Model Cities objective no. 2.

We have developed and continued to upgrade our learning kits and store of relevant materials, as required by objective no. 3. A total of 102 participants received at least 25 hours of tutoring, with over half of that total receiving between 26 and 50 hours of tutoring. However, objective no. 3 calls for 240 to have received at least 25 hours of tutoring. Considering that we worked with a total of 294 participants, with a relatively small staff, in our view this objective was highly unrealistic. As required by objective no. 5, our advertising campaign was effective in the beginning of the year and it continued throughout the rest of the fiscal year at a lower level. Our para-professional staff was well oriented to the community at large, and received ongoing training throughout the year, as required by objective no. 6. We have referred a large number of participants to the regular ABE program, and claim a total of 21 actual transferrals, although objective no. 8 merely states we must make 50 referrals. We have also referred 77 participants in need of services to appropriate social service agencies or programs, as required by objective no. 7. Finally, we worked to contact drop-out students from the Model Cities funded regular ABE classes and reported the results of those contacted to the Pima County ABE director, as required by objectives no. 9 and 10.

SIGNIFICANT STUDENT DATA 1974

Participant Total-294

Grand Total of 1973-74 Participants:	294	
*Total of those who remained for training:	171	58.2% of Grand Total
*Number of those remaining who advanced:	126	73.7% of those remaining for training.
ESL Grand Total	203	
*Total of those who remained for training:	112	55.2% of ESL Grand Total
*Number of those remaining who advanced:	95	88.8% of those remaining for training.
ABE Grand Total	31	
*Total of those who remained for training:	23	74.2% of ABE Grand Total
*Number of those remaining who advanced:	16	69.6% of those remaining for training.
GED Grand Total	59	
*Total of those who remained for training:	34	57.6% of GED Grand Total
*Number of those remaining who advanced:	14	41.2% of those remaining for training.

SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS - 1975

Action Year Three was described as a "Renewal" activity of Action Year 1973-74. Therefore the Federal performance objectives of 1973-74 applied to action year 1974-75 including the following five new Federal performance objectives:

1. Two-thirds of all child-serving agencies contacted will cooperate in furnishing names of eligible participants and/or sites for classes.

2. One-half of all cooperating child-serving agencies that have demonstration classes operating at their sites will institutionalize ABE classes. This will be measured by the fact that the regular ABE program will be able to offer classes at those sites the following academic year.

3. Other children of participants not in child-serving agencies will be referred to appropriate child-serving agencies.

4. Thirty-five percent of those students who participate in the project on an in-home basis will enroll in a regular class.

5. Seventy-five percent of all participating parents will visit their children's school, talk with their children's teachers and counselors, attend parent-oriented school meetings, become involved as a volunteer classroom aide or in some other measurable manner will actively involve themselves in those educational agencies that touch the lives of their children.

However, with the beginning of the 1974-75 action year, a period of extensive review and evaluation of past efforts was conducted by project administrative and supervisory personnel. The purpose was to establish relevant performance objectives that would guide the project into a more narrowly defined scope of operation for its final phase of activity.

It was the project's desire to revise past Federal and Model Cities performance objectives to allow the demonstration model to discard unrealistic assumptions concerning the involvement of parents in the educational lives of their children. It was also necessary to readjust the operation of the model to benefit from the experience of two years of operation. The desire was to lock the Special Project into a final year of successful activity to demonstrate that the least involved and least educated parents could be identified, recruited into the model, and assisted in the development of new English or Literacy skills. It would also demonstrate that such participants could be motivated and encouraged to develop vital social skills and upgrade their involvement in their children's educational world.

Therefore, the 1973-74 federal performance objectives and the five new 1974-75 objectives, which themselves were written almost a year before the period of review and evaluation took place, were interpreted to be only general guidelines to local efforts. Based on these general federal objectives, 18 specific and realistic performance objectives for 1974-75 were outlined by local planners. The 18 locally constructed objectives were made a part of the Model Cities contract, and they relied heavily on the fine 1974-75 objectives included in the proposal for action year three. The following summary lists those 18 objectives and notes project efforts to accomplish those goals.

PERFORMANCE OBJECTIVE ONE required that para-professional be hired and trained as outreach workers. This objective has been completed. The appendix of this report contains the fall training schedule which outlines the orientation and preparation steps taken with new project teachers at the beginning of year three. These training sessions were followed up by weekly staff meetings where many topics were further explained and administrative matters brought to the attention of the staff. Once placed in the field, instructors received ongoing assistance from the teacher-supervisors who spent the major amount of their time acting in supportive and evaluative roles. Teacher-supervisors accompanied project instructors on their teaching rounds to the homes of participants to assist the instructor in diagnosing beginning levels of participants and prescribing relevant methods and materials. Supervisors also evaluated student achievement and recorded this data for later analysis. The role of the project teacher/experimenter was emphasized as well as the requirement for accurate record keeping and collection of data.

The need for proper planning for the induction of new staff cannot be emphasized strongly enough. Experience has shown that when supervisory staff carefully sets the foundation for proper orientation and training of new staff members, many misunderstandings are avoided. The new members begin their job with a clear idea of what is to be expected of them, in which ways they will be evaluated, and with definite boundaries within which to work. It has been determined that such steps result in a stable and dependable instructor for a project of this nature. The Special Project teaching staff has been a highly motivated and well qualified team of men and women instructors.

PERFORMANCE OBJECTIVE TWO required a comprehensive advertising campaign by the project. This objective has been completed. As outlined earlier in this report, the project sought to concentrate its publicity and recruitment efforts among the various child-serving agencies and programs throughout the Model Cities area in order to recruit participants who met the entrance requirements of being the least involved and the most educationally disadvantaged.

The project sought also to avoid a shower of requests for instruction which would have required turning away applicants. By the end of October, 1974, the project had a backlog of potential participants and was operating at full capacity. When appropriate, referrals were made to the regular ABE program.

OBJECTIVE THREE called for the contacting and follow up of 300 target area residents and recruitment into the project. This objective was not completed. However, the project can count 241 individual contacts who were recruited into the program. Many more were contacted through parent meetings, for example, but the project did not count those as contacts. It should also be noted that the project's success at its retention of participants recruited worked against the completion of this objective. The drop-out rate of participants was low and the project did not continue to contact potential students beyond the number necessary to run the program at capacity.

OBJECTIVE FOUR states that the project should maintain working relationships with at least three child-serving agencies that had been previously established in year two. This objective was completed early in the operational year. The project maintained working relationships with five child-serving programs.

OBJECTIVE FIVE required that the project establish a working relationship with at least eight new child-serving agencies not previously contacted. This objective was completed. Ten new programs have provided the project with names of potential participants and/or sites for classes.

OBJECTIVE SIX stipulated that the project select and develop materials appropriate to the learning needs of the target population. This objective has been completed. Discussion of this objective can be found earlier in this report in the section entitled, "Bibliographies and Curriculum."

OBJECTIVE SEVEN required that the project serve at least 250 individuals. This objective was not completed. The project provided service to 241 participants or approximately 96% of the objective. A late start in the fiscal year due to funding delays and a field staff of only eleven worked to limit the number of residents recruited into the project. This objective was realistic and could have been accomplished if conditions were right.

OBJECTIVE EIGHT required that the project provide at least 9000 hours of tutoring to project participants. The objective was completed. The

project totaled 10,087 hours of instruction provided to the community, 91% of which went to Federally designated Model Cities target area residents.

OBJECTIVE NINE required that the project provide at least 25 hours of tutoring to at least 180 people. This objective was not completed. The project provided at least 25 hours of tutoring to 141 individual students, or approximately 78% of the objective. This particular objective was a point of contention during contract negotiations as being unrealistically high. Although the project counted only 141 students as having received at least 25 hours of instruction, a large percentage of those individuals remained with the program and received double and triple the minimum amount of instructional hours.

OBJECTIVE TEN required that at least 80 participants either enroll in a particular ABE course or complete their course of study. This objective was not met. Approximately 15 participants were transferred to the regular ABE program. Approximately 40 participants completed a course of study according to a definition of a course completion worked out with Model City planners. A course completion in regards to ESL and basic literacy students (ABE) has been defined as being advancement through at least three academic levels of study. The total for this objective is 55 or approximately 69% complete.

OBJECTIVE ELEVEN stipulated that the project establish an agreement with at least four child-serving institutions that they will incorporate an ABE class as a part of their overall program. This objective has been completed as evidenced by correspondence included in the appendix from four programs which have indicated their support and acceptance of the project. Funding considerations in 1976 may make the implementation of these special classes difficult, but the intention is to incorporate this component into the regular ABE operation as soon as it is appropriate.

OBJECTIVE TWELVE called for the project to arrange for at least 30 participating parents to visit their children's school or training program, and in some measurable manner actively involve themselves in those agencies. This objective was not completed. This objective referred strictly to those parents that would be recruited into the program and categorized as having no involvement whatsoever with child-serving agencies. The project recorded eight instances of initial parental participation or first time visits. What the project discovered, however, was that most parents had some record of involvement, but after an initial involvement were rarely seen by the teacher or training personnel. Therefore, the project began to concentrate on developing the quality and quantity of instances of participation and involvement. In this light, the project

recorded a total of 282 visits or instances of participation by project participants as a result of its work with parents. Project teachers encouraged participants to expand their interest and involvement as they worked to upgrade the parental ABE skills. This objective became irrelevant during the course of the year when the project discovered the truthful situation.

OBJECTIVE THIRTEEN required that the project refer those participants in need of services to appropriate social service agencies. The Special Project completed this objective. Special ABE teachers made 99 referrals to appropriate community programs or agencies. The project's emphasis on "adult readiness" included developing lessons on the basis of attempts to solve or alleviate home or person difficulties whenever possible.

OBJECTIVE FOURTEEN stipulated that 15 participant's children would be referred to appropriate child-serving agencies. This objective was not met. There was a total of 13 children of participants referred to appropriate programs of which they had no previous relationship. This was not an objective designed for special project activity, but it served to tabulate the instances in which a teacher entered the home, for example, and discovered a school aged child not attending a program. In such a case, the parent would be encouraged to enroll the child and then become involved if possible in that child's educational process.

OBJECTIVE FIFTEEN required that the project contact participants who have dropped out of locally funded ABE classes and invite them to return to school or to determine the reasons for non-attendance. This objective was completed. Approximately 81 drop-out students were contacted in this manner.

OBJECTIVE SIXTEEN stipulated that the project return, monthly, to the overall program director the results of those contacts outlined in Objective Fifteen. This objective was completed at the appropriate times.

OBJECTIVE SEVENTEEN required that the project identify the successful elements of the Special Project that ought, logically, to become a part of the regular ABE program and propose a plan to institutionalize those elements. This objective has been completed. An institutionalization design for an exemplary ABE program containing an experimental homebound tutoring and special class component is included in this report in the section entitled, "Future Considerations." In addition, an outreach and drop-out contact component has been implemented and has become an integral part of the ongoing program.

OBJECTIVE EIGHTEEN required that the project assure that a prepond
(at least 51%) of the project's participants be residents of the Model
Designated Target Area. Approximately 91%, Or 218 out of 241 total par
pants, were target area residents. In the second half of the Action Ye
the project expanded its experimental design to other areas of the City
Tucson. It was discovered that the community response to the project a
its approach to instruction was quick in coming. This would indicate t
the project's flexible design can have broadbased appeal in a variety o
environments throughout the nation.

SIGNIFICANT STUDENT DATA 1975

Participant Total - 272

ESL/ABE TOTAL	:	229
Advanced one level	:	42
Advanced two levels	:	28
Advanced three levels	:	25
Advanced four or more	:	8
Remained the same (or dropped out)	:	126

GED TOTAL	:	43
Completed five tests	:	7
Completed four tests	:	2
Completed three tests	:	6
Completed two tests	:	5
Completed one test	:	2
Remained the same (or dropped out)	:	21

TUCSON PUBLIC SCHOOLS
ROBERT D. MORROW EDUCATION CENTER
P.O. BOX 4040
1010 EAST TENTH STREET
TUCSON, ARIZONA 85717

C. E. Rose Elementary

April 24, 1975

Mr. Jerome King
Adult Basic Education
500 W. St. Mary's Rd.
Tucson, Arizona 85705

Dear Mr. King:

I would like to send my comments regarding the Adult Basic Education classes held in our school. I hope that these classes can be continued next year. We have had G.E.D. classes and English classes. These classes have been small but regular in attendance and a real service in our area.

Sincerely,

Edward H Crawford

Edward H. Crawford
Principal
EHC/ptp

May 19, 1975
Borton Elementary School
700 E. 22nd
Tucson, Arizona

Jerome King
Adult Education Program
Davis Elementary School

Dear Mr. King:

We greatly appreciated having Dave Dombrowski come to Borton for GED classes this year. Having the class at school while the children are in their class makes this educational opportunity available to many more parents. The mothers who attended the classes did so regularly and with enthusiasm. I would very much like to have classes at Borton again next year. In looking through my applications for next years PACE class I see many possibilities for both GED and ESL. We in PACE consider adult education to be a very important component of our program and hope to continue our association with your program.

Sincerely,

Kathleen Rishel

Kathleen Rishel
PACE teacher
Borton

TUCSON PUBLIC SCHOOLS
ROBERT D. MORROW EDUCATION CENTER
P.O. BOX 4040
1010 EAST TENTH STREET
TUCSON, ARIZONA 85717

April 25, 1975

Mr. Jerome King
Supervisor
Special Educational 309 Project
Davis School
Tucson, Arizona

Dear Mr. King,

We have appreciated your cooperation with the Bilingual-Bicultural Project by setting up two classes for our parents at Drachman School. The mothers have been most enthused with the ESL courses and have had good attendance. The teachers have been most friendly and encouraging.

We are looking forward to working together next year. Mothers would want these courses again.

Sincerely,

Rosita Cota

Rosita Cota, Coordinator
Bilingual-Bicultural Project

RC:ag

SOUTH BRANCH
Young Men's Christian Association
YMCA
"In the Sunshine City"

4902 SOUTH SIXTH AVENUE

TUCSON, ARIZONA 85706

May 6, 1975

Mr. Jerome King
500 West St. Mary's Road
Tucson, Arizona 85705

Dear Mr. King:

This letter is in support of the Special Experimental - Adult Education Project which was run by your organization.

The South Branch YMCA was a participant in the G.E.D. classes by providing space for the class to meet. We would certainly support your program in the future.

Sincerely,

South Branch YMCA

Eddie M. Vargas
Executive Director

EMV/lc

Gifts and Bequests Make Permanent the Work of the Young Men's Christian Association

DIRECTIONS FOR GIVING ORAL DIAGNOSTIC TEST

1. Read the test first so that you know all the questions.

2. Let the student know what you are doing before you begin. The test is conversational, but it is not a conversation.

3. There are questions and optional questions on the test. Be prepared to skip a question such as, "How old are they?" if the student says that she has no children. Likewise, if the student goes through the conversation on children, it is not necessary to ask about sisters or brothers, since those questions test the same things.

4. If the student answers using the correct form mark the column: NO PROBLEM.

5. If the student answers with the correct verb and tense but wrong person -- or some other combination which shows partial mastery of that which is being tested -- mark: INCONSISTENT.

6. If the student understands but cannot respond correctly, ex., when asked, "Do you have any children?" responds, "Yes, I children," or "Yes, I am," or "Yes, they are," mark the PROBLEM slot.

7. For your own information, you may want to continue asking questions to see just how much spoken English the student understands.

8. When the student has a problem with three questions in a row, stop the test, (or) Stop the test when the student cannot understand any more.

9. The place where the student had a problem is an indication of the level of the student. (See sheet on ORDER OF PRESENTATION OF GRAMMAR).

10. That point is where the intensive teaching should begin; however, areas in which the student showed inconsistencies should be reviewed until the student can answer consistently. (Refer to Lado books for ideas on how to attack any individual problems).

ESL ORAL

DIAGNOSTIC

TEST

Name_____

Date_____

Tested by_____

Check One: NO PROBLEM	Check One: INCONSISTENT	Check One: PROBLEM	Testing for	Probable Answer is	Questions & *Optional Questions
					1. What's your name?
				am	2. Are you married?
			do	Yes, I do <u>or</u> No, I don't	*a. Do you have any children?
			how many	number	*b. How many children do you have?
			how old		*c. How old are they?
			do	Yes, I do <u>or</u> No, I don't	3. Do you have any sisters or brothers?
			how many	number	*a. How many sisters &/or brothers do you have?
			how old		*b. How old are they?
			where	at <u>or</u> on <u>or</u> near	4. Where do you live?
			when	in <u>or</u> at	5. When do you eat dinner?
			how early		6. How early do you get up?
			time	at___ o'clock	*7. What time do you get up?
			does	Yes, he/she does <u>or</u> No, he/she doesn't	8. Does your (mother, husband sister, daughter, etc.) live in Tucson?
			use(d) to	used to	9. Where did you use to live?
			were. . . in	was	10. Were you happy in_____?
			going to		11. Are you going to stay in Tucson?
			have lived		*a. How long have you lived here?
			will	will <u>or</u> won't	*b. Will you stay here the rest of your life?
			a lot of here		12. Do you have a lot of friends and relatives here?
			often	usually, sometimes, often, never, etc.	13. Do you watch T. V. often?
			your	my	14. What is your favorite program?

ESL ORAL

DIAGNOSTIC

TEST

Name_____

Date_____

Tested by_____

NO PROBLEM	INCONSISTENT	PROBLEM	Testing for	Probable Answer	Questions &*Optional Questions
			have ever studied	Yes, I did or No, I didn't	15. Have you ever studied English before?
			did ever	Yes, I did or	*a. Did you ever go to a learning center or community school?
			have gone before		*b. Had you ever gone to a school (in Tucson) before?
			have been visited		*c. Have you been visited by a tutor before?
			did		16. How many years of school did you finish?
			how long ago		*a. How long ago?
			your	my	*b. Did you like your school?
			(general fluency)		*c. Describe it.
			would	Yes, I would or No, I wouldn't	*d. Would you like to go back to school?
			why (general ~~fluency~~)	because	*e. Why? or Why not?
			are going to		*f. Are you going to study English?
			anything		*g. Is there anything else you want to study?
			usually		17. Where do you usually go shopping?
			which best		*a. Which store do you like best?
			as well as		*b. Do you like (Safeway) (Lucky's) as well as_____?
			can		*c. Can you go to the stores easily?
					18. Are you working?
				62	*a. Did you ever have a job?
					*b. What kinds of jobs have you had?

Questions & *Optional Questions
*c. Is there any type of work you like best?
*d. What do you like about it?

DIRECTIONS FOR GIVING THE E.S.L. DIAGNOSTIC TEST
(Reading & Writing)

1. Hand the test paper to the student.

2. Make sure the student has extra paper.

3. Explain to the student that this is a test to see how much she already knows so that you will know what to teach her.

4. Ask the student to read each question carefully and write her answer to the right of the question.

5. Tell her to use full sentences if she can.

6. Tell her to stop and give you the test when she cannot understand or answer the questions.

7. Carefully read the answers to determine what the student needs to learn or practice.

8. When finished with the test, place it in the student's file in the office.

ESL DIAGNOSTIC TEST

(Reading & Writing)

1. What's your name?
2. Are you married?
   a. Do you have any children?
   b. How many children do you have?
   c. How old are they?
3. Do you have any sisters or brothers?
   a. How many sisters &/or brothers do you have?
   b. How old are they?
4. Where do you live?
5. When do you eat dinner?
6. How early do you get up?
7. What time do you get up?
8. Does your (mother, husband, sister, daughter, etc.) live in Tucson?
9. Where did you live before?
10. Were you happy in _____?
11. Are you going to stay in Tucson?
    a. How long have you lived here?
    b. Will you stay here the rest of your life?
12. Do you have a lot of friends and relatives here?
13. Do you watch T.V. often?

14. What is your favorite program?

15. Have you ever studied English before?

    a. Did you ever go to a learning center or community school?

    b. Had you ever gone to a school (in Tucson) before?

    c. Have you been visited by a tutor before?

16. How many years of school did you finish?

    a. How long ago?

    b. Did you like your school?

    c. Describe it.

    d. Would you like to go back to school?

    e. Why? or Why not?

    f. Are you going to study English?

    g. Is there anything else you want to study?

17. Where do you usually go shopping?

    a. Which store do you like the best?

    b. Do you like (Safeway)(Lucky's) as well as _____?

    c. Can you go to the stores easily?

18. Are you working?

    a. Did you ever have a job?

    b. What kinds of jobs have you had?

    c. Is there any type of work you like best?

    d. What do you like about it?

CONTRASTIVE ANALYSIS OF
PREDICTABLE PROBLEMS OF SPANISH
SPEAKERS LEARNING ENGLISH

Sound Problems

Many mistakes students have in learning English will not hear some English sound accurately. As a teacher of Spanish-speaking students you should be aware of the sound problems and help your students recognize and reproduce sounds in English that are not in Spanish.

Remember that the following predictable mistakes are not due to ignorance but to language interference; the non-native speaker will supply the sound in his language which closest resembles the English sound he wants to reproduce.

Individual sounds which cause problems are the following:

Vowels:		
	/i/ as in ship	sound not in Spanish
	/ɛ/ as in bet	sound not in Spanish
	/iy/ as in sheep	no glides in Spanish
	/ey/ as in pain	no glides in Spanish
	/ae/ as in cat	no corresponding sound in Spanish
	/ow/ as in boat	Spanish "o" does not have a glide
	/u/ as in book	sound not in Spanish
	/ɔ/ as in law	sound not in Spanish

Consonants:

/v/ Spanish initial "v" in spelling is pronounced similarly to the English "b"

/ǰ,y/ no /j/ as in joy in Spanish; closest sound is /y/. The speaker has a problem making the contrast -- will probably say / juw / for "you."

/s, c/ no contrast in Spanish between the sh and ch. No /s/.

/ə,ə̄/ unique in English; both sounds difficult.

/ -m, -m, -ŋ/ no contrast in the final nasals in Spanish.

/w/ no initial consonant /w/ in Spanish.

/r/ English /r/ is new for the Spanish speaker.

Language Interference

The Spanish speaker is inclined to put /e/ before words beginning /sp-,s
sk-/. Note the difference between escuela and school.

Suggestions for the Use of Pictures in ESL

Save any picture that is large, colorful and of one thing. Concentrate on such things as articles of clothing, types of weather, food (not casseroles, but individual vegetables, fruit, etc.) daily activities, land features, professions, occupations.

Organize them by category. Include (make a double list): sickness and health, geographical features, agriculture and industry, food, clothing, daily activities, animals, plants, occupations, the home (rooms, appliances, furniture), people-family-weddings-etc., sports & games, transportation. Also have a miscellaneous file. You often find things from this that will illustrate something.

Pictures should be mounted on construction paper to make them more durable and attractive.

Possible uses:

For comparisons: two of the same items, but old and new, big and small, long and short, pretty and ugly, etc. Two or three of the same item can teach "This dress is prettier than that one" or "This dress is the prettiest."

For new vocabulary: An early lesson in Lado Book 1 has sentences about occupations. I take in pictures of several other occupations and have the students make up the same kind of sentences that are in the book, e.g. "This is Robert. He's American. He's a cook."

For Irregular Verbs: Divide 150 irregular verbs into groups of ten. However, the same method could be used for the verbs in the text. Spend a week on each group of ten. On Monday hand out a worksheet with the list of verbs in present, past, and past participle. Hold up the picture, give a sentence and write the three parts on the board. (Don't bother with the present participle because it is so easy.) With the verbs still on the board, give the present tense sentence and the class repeats. The teacher says "yesterday" and they give the past tense sentence. The teacher says "already" or "never" and they give the sentence using the past participle. At the end, the teacher just gives the word and they give the three forms.

On Tuesday give the three forms orally and have them repeat twice. Then do the sentences as on Monday.

On Wednesday write the present tense of each word on the board and students come up and write the other two forms. Do the pictures with either sentences or verbs only.

On Thursday do any combination of the above.

Friday give a written test. Say the present tense and hold up the picture and they write the three forms.

Every month review all previous verbs, using any of the above method.

FOR BEGINNING STUDENTS:

Give each one a picture illustrating a known noun or verb. Each person gives a sentence about the picture, then they all pass their pictures in one direction and give sentences about the next ones. For example, each is given a picture of an occupation and each one says "He's a cook", or "This is a cook". They all pass pictures to the left and give sentences for the new

pictures.

FOR CONTROLLED WRITING:

The same procedure used for students to give a sentence can be used for a controlled writing exercise. Ask the students to write one to three sentences (depending on their level) about each picture. Do this after the oral exercise.

SPECIAL EXPERIMENTAL ADULT EDUCATION PROJECT

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TUCSON STREET LITERACY DIAGNOSTIC TEST

DIRECTIONS:

1. This test is designed to determine the general level of literacy by evaluating the performance in reading the words of phrases at the four levels.

2. Administer the test by asking the student to read the words of phrases on the first page (level one). If the student reads the test items without missing five in a row, proceed to the next level. Continue this procedure until the student misses five consecutively.

3. Each response receives two (2) points. Total the points for each student and record the score.

STREET LITERACY TEST
Page 1

STOP

SCHOOL

WALK

DIP

SALE

MOTEL

ICE

GAS

EXIT

PHONE

SAVECO

GLOBE

SEARS

GULF

EXXON

NO PARKING

HOSPITAL

BUS STOP

FOR RENT

ONE WAY

CLINIC

ENTRANCE

BAKERY

CLEANERS

SCHOOL CROSSING

MEN WORKING

NO RIGHT TURN

DO NOT ENTER

NO U TURN

KEEP RIGHT

REST AREA

BORDER PATROL

NO VACANCY

MERGING TRAFFIC

EXIT 100 FEET AHEAD

SLIPPERY WHEN WET

CAUTION FALLING ROCKS

DO NOT ENTER WHEN FLOODED

PED X-ING

DIVIDED HIGHWAY

DAVIS-MONTHAN AIR FORCE BASE

INTERNATIONAL TRANSMISSION REBUILDERS

BLACKHAWK PLUMBING AND ELECTRIC

SOUTHSIDE INSURANCE AGENCY

FHA-VA LOANS

JERRY'S MING HOUSE

LANDSCAPE DECORATING MATERIALS

SEWING MACHINE REPAIR

BUDGET RENTALS

RABIES CONTROL CENTER

HINTS FOR TEACHING READING

1. Make a distinction between teaching reading and teaching speaking.

2. Reading is an aural experience. Speech is an oral experience.

3. The aim is for discrimination -- not pronunciation.

4. The student must be able to hear the differences in sounds, not necessarily to say them, in order to read.

5. Therefore, do not try to change the dialect of a student. There is no dialect in the books. The student can read just as well with his own pronunciation.

BASIC WRITING GOALS

1. Ability to use cursive (script) writing clearly, legibly, and with reasonable speed.

2. Increasing ease in the writing of numbers.

3. Increasing skill in the discriminating use of punctuation and capital letters.

4. Development of sentence and paragraph sense.

5. Understanding of the format (form) used in formal and informal letters.

6. Ability to use writing for the practical needs of daily life: Filling out an application blank; answering want ads; addressing an envelope or post card; writing notes, messages, and friendly letters.

ABE WORKSHOP

WAYS TO TEACH SPELLING

Basically, there is no one way to teach spelling to a native or non-native English speaker. A teacher should try an eclectic approach to teaching spelling.

Orthography is so difficult because English spelling is Middle English spelling; the sounds of English changed after printing beca popular, but the spelling remained the same.

For ESL students, language interference causes systematic spelling errors that are phonclogical in origin. For example, a Spanich speaker will spell a vowel according to how he spells that sound in his own language. i.e. Spanish speakers may spell "beat" bit.

ESL-related methods

1. Make the student aware of the different English spellings for the Spanish sound /i/. Have him memorize examples.
   Teaching spelling through dictation of memorized dialogue is effective.
   The teacher corrects the misspelled words and makes a list of the misspelled words at the bottom of the page. Have the student make up his own list of misspelled words and test him on it regularly.

2. Phonics Approach to spelling.
   The phonics program System for Success has spelling and reading parts which have been designed to reinforce each other. The student who is learning to read is also learning to spell and vice versa.
   Each spelling exercise covers phonic families that are already known. Students have learned to read by the alphabetic principle (consistently spelled sound families), and they learn to spell in the same way.
   a. Introduce the words as members of families and by learning to spell several members of a family, the student learns to spell all the members. This is the reason for the organization of each spelling exercise.
   b. In Part 1, read first the family sound, and then some examples of words in the family. Finally, ask the students to spell another member of the family ie. "The first family is -ess, as in Boss and mess; now spell less."
   c. Part 2 the student spells dictated words, and in Part 3 he spells dictated sentences.

3. Text Approach...English Sounds and Their Spellings
   This book introduces correspondences existing between English sounds and English spelling patterns. The lessons present the vowel sounds on by one, along with systematically selected consonant sounds, and show how each sound c: combination of sounds is usually spelled in English words. Words with irregular spellings are introduced gradually.
   In addition to introducing, illustration, and illustration, and explaining sounds and spelling patterns, each lesson offers practice in hearing, saying, reading and writing words that contain the sounds and letters combinations featured in that lesson or in earlier lessons.
   The text offers the greatest of help to students who are just beginning to learn English. Explanations and directions are on each left-hand page.

PHONICS

1. Start out teaching initial consonants. They are easier to learn. You can figure out a word better with consonants than with vowels.

e e a
l ph nt

a. Teach beginning consonants first. dog
b. Teach final consonants second. dog

There is no need to teach medials because there are no medial consonants in a syllable.

2. Then teach blends of speech sounds, like "cl" or "bl" (also called clusters). These are clusters of speech sounds, not letters. "Sh" is a digraph -- 2 or 3 letters for one speech sound.

some clusters		some digraphs	
cl	pl	sh	ph
str	sk	th	bb
sp	cr	ch	tt
tr	scr	ng	ll

3. Now teach vowels.

Linguists disagree on the number of vowels there are in English. One interpretation is the following:

ɪ ʌ ɛ e æ a ɔ ə u ʊ

diphthongs

ay ey oy aw ow

Another, used by many reading teachers, is the following:

Name	symbol	a	e	i	o	u	oo
macren	¯	ate	eel	ice	open	use	ooze
breve	◡	at	Ed	it	ox	us	book
circumflex	^	air			or	urge	
dieresis	¨	arm					

TIPS: If you want the student to hear a sound, use one which starts the word and is not followed by a nasal (which sometimes distorts the sound). One-syllable words are best. It's best to have the student pick his own words (if she/he is making a chart). She/he will remember them better.

VOWEL SPEECH SOUND LABELS

1. long vowel -- There is more tension in the speech mechanism. It is almost a diphthong (not in Texan or Tennesseean). It has a complex nucleus; example, "ai." Linguists say it is a diphthong; but it depends on the dialect as to whether it is or not.

   mate seat

2. short vowel -- There is less tension. It has a simple nucleus.

   mat set

3. diphthong -- one phoneme but two nucleii. In reading $\bar{i}$ and $\bar{a}$ are labeled long vowels, even though, linguistically speaking, they are diphthongs.

   oy (oil) ow (out)

4. schwa -- a vocalic speech sound which has very little stress. (symbol=ə)

   ə ago ə sanity

   ə agent ə comply

5. "vocalic r" -- an "r" that is a vowel.

   example: occurs at the end of her, fir, word occurs at the beginning of irk, earth. In "stork", the "o" is the vowel and the "r" cuts it off.
   In "her" or "irk", the "r" is part of the vowel.

SPELLING CLUES OR ORTHOGRAPHIC CLUES

6. a. "r-control" -- The "r" influences the vowel that precedes it a
keeps it from being pronounced as either a long or short sound.
("Vocalic r" does not influence the sound. It becomes part of
the sound).
"r-control" is a spelling clue to the pronunciation of the vow
which precedes it. "Vocalic r" is a vowel phoneme.

example: store

b. "l-control" example: all

c. "w-control" example: awe, awful

7. vowel digraphs -- two adjoining vowel letters which represent a si
speech sound.

example: ea = e in read
ee = e in seed
oa = o in loaf

CLUE: 1st vowel is long
2nd vowel is silent

8. incontinuous digraph

example: a-e as in rate, game
i-e as in dime
o-e as in robe

1st vowel is long -- "e" is silent

short vowels	long vowels + silent "e"
spin	spine
fat	fate

TIP: Tell the students at the beginning that it works, but t
are exceptions.

example: come, so[illegible], gone
(They used to be pronounced: c$\bar{o}$m, s$\bar{o}$m, g$\bar{o}$n).

9. "hard" and "soft" c and g
When "c" or "g" is followed by i, e, or y, it is usually soft. When "c" or "g" is followed by o, a, or u, it is usually hard. When "c" or "g" is part of a blend or cluster it is hard.

examples:	hard c & g	soft c & g	blend
	cat	city	clean
	cut	cent	crow
	got	gym	grass

It is usually too hard to teach any other rules except of syllabication. If the student cannot get it -- forget it.

RULES OF SYLLABICATION

Syllables are speech units which are countable but not segmentable. They are phonological divisions of words.

In the word "fatal" the division is somewhere in the "t"; but for the purpose of providing spelling clues which are useful in predicting pronunciation, we draw arbitrary lines.

1. open syllable -- a syllable which ends in a vowel (usually long).

   examples: to/tal
   fi/nal

2. closed syllable -- a syllable which ends in a consonant. (The vowel is usually short).

   examples: ham/per
   bas/ket

3. With digraphs, teach it this way.

   bush/el rabb/it

   The short vowel is first.

4. When a word ends in "le", the preceding consonant goes with it.

   example: ru/ble

   *But <u>never</u> split a digraph.

   example: rubb/le

STUDENT LEVEL EVALUATION FORM

STUDENT'S NAME & ADDRESS	EVALUATION #_____	EVALUATION #_____	EVALUATION #_____
TEACHER			
SUPERVISOR			
MATERIALS USED FOR INSTRUCTION			
LEVEL			
DATE			
COMMENTS			

County of Pima

Pima County Superintendent of Schools

ADULT BASIC EDUCATION DIVISION

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CERTIFICATE OF ACHIEVEMENT

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this ____ day of _____ 19____.

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COUNTY DIRECTOR OF ADULT BASIC EDUCATION

Anita Lodge

PIMA COUNTY SUPERINTENDENT OF SCHOOLS

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Sample student achievement award.